

**Education Development Center
Time to Learn Project
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ACRONYMS AND ABBREVIATIONS

ASRH	Adolescent Sexual Reproductive Health
CAMFED	Campaign for Female Education
CDC	Curriculum Development Center
COP / DCOP	Chief of Party / Deputy Chief of Party
CPD	Continuous Professional Development
CS	Community School
DAPP	Development Aid from People to People
DEBS	District Education Board Secretary
DRCC	District Resource Center Coordinator
DSWAC	District Welfare Assistance Committee
ECZ	Examinations Council of Zambia
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
ELM	Education Leadership and Management
FAWEZA	Forum for African Women Educationalists in Zambia
FGD	Focus Group Discussions
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
M&E	Monitoring and Evaluation
OGCS	Operational Guidelines for Community Schools
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
PCC	Project Coordination Committee
PCSC	Parents Community School Committee
PLP	Primary Literacy Program
POC	Provincial Outreach Coordinator
RTS	Read to Succeed Project
SCOPE	Standards-based Classroom Observation Protocol for Educators
SBC	School Based Selection Committees
TESS	Teacher Education and Specialized Services
TTL	Time to Learn
TLC/TGM	Teachers Learning Circle / Teachers Group Meeting
TLM	Teaching / Learning Material
USAID	United States Agency for International Development

VDC	Village Development Committee
WASH	School Water and Sanitation and Hygiene Education Project
ZIC	Zonal In-Service Coordinator

EXECUTIVE SUMMARY

During the 1st quarter of FY 2015:

TTL focused on the midline evaluation. Midline evaluation activities included three 5-day data collector trainings on each of the three data collection tools, immediately followed by 9 weeks of data collection in six provinces.

TTL also finalized the first two studies in the TTL Case Study Series.

226 Community ZICs, school head teachers and teachers were trained in literacy instruction with mobile phones and instructional videos as a medium for the training. Head teachers were also trained to facilitate school based teacher training with mobile phones and the Stepping Stone program and videos of model teaching practices.

61 (29M 32F) MESVTEE administrators and trainers were trained in eEGRA Instruct in Eastern, Lusaka and Copperbelt Provinces. These included Provincial and District Education Standards Officers and Resource Center Coordinators. The eEGRA Instruct instrument will allow these officials to provide better qualitative support to early grade teachers in the area of literacy.

TTL continued to monitor the scholarship program and to collect students' receipts for scholarship payments.

With the USAID Education Team Leader, Mrs. Young and the USAID/AFR Education backstop, Ms. Catherine Powell Miles (visit to Zambia), TTL participated in a joint supervision visit in Eastern Province.

194 mentors and Safe Overseers were trained by TTL partners FAWEZA and CAMFED in their role of psycho-social counselors, and facilitators of safe clubs and study groups.

I. PROJECT OVERVIEW

The Time to Learn (TTL) project is USAID/Zambia's education program which aims to improve educational outcomes among orphaned and vulnerable children (OVC) enrolled in community schools. TTL partners with the Ministry of Education, Science, Technology, Vocational Training, and Early Education (MESVTEE) to develop an effective, replicable and sustainable model for reinforcing reading success and responding to the economic, social and psychological complexities faced by OVC. This includes providing scholarships to assist OVC to transition from community to government schools.

TTL's key purpose is to sustainably improve the quality of education in community schools and institutionalize, in a decentralized way, MESVTEE support to community schools to stabilize their operations. This is being done by providing educational resources, improving teacher skills and school management, and enhancing learner support through community and private sector participation.

Addressing four key task areas, TTL assists the MESVTEE to:

- Promote a favorable environment for MESVTEE engagement at all levels to support community schools
- Promote HIV/AIDS prevention and provide a continuum of educational and financial support to enable OVC to participate in upper basic and secondary education
- Develop the capacity of local community groups and NGOs to advocate for opportunities for children in greatest need
- Support opportunities to engage universities and other institutions in research related to promoting educational opportunities for OVC

II. PROJECT ACHIEVEMENTS DURING THE REPORTING PERIOD

A. Technical

Achievements

The following were achieved during the reporting period:

- 226 (131 M / 95 F) ZICs, head teachers and teachers trained in the phone literacy program (literacy contents and training of trainer)
- 61 laptops equipped with e-EGRA and TTL Training material distributed to MESVTEE administrators.
- 61 (29 M/32 F) administrators trained in the utilization of e-EGRA, the TTL reading performance monitoring instrument.
- 100 (51 M/ 49 F) MESVTEE key officials from districts and provincial offices oriented on the TTL Project focus areas in six provinces.
- 107 CAMFED Mentors were trained in psycho-social counseling.

- 87 (13 M / 74 F) secondary school teachers were trained in essential life skills including; ASRHR, HIV/AIDS, psycho-social counseling, gender and GBV, sex and sexuality, behavioral change and communication, roles of SAFE Club Overseers, study groups FAWEZA Reporting Format, Record Keeping and Action Planning from four provinces;
- 178 manuals for teachers and Peer Educators training were distributed for use during the school based peer educators training and weekly meetings; and
- 87 schools submitted SAFE Club activity plans for activities to be conducted in 2014 from October to December
- 737 (289 M / 448 F) peer educators trained in essential life skills, HIV/AIDS and peer counseling.

B. Results Table

Standard & Custom Indicators	LOP Target	LOP Results	Y4 2015 Target	Y4 2015 Prior Results	Y4 2015 Quarter 1	Y4 2015 Cumulative
Number of administrators and officials successfully trained with USG support	5,098 3,292 M 1,806 F	3,029 2,695 M 1,234 F	840 542 M 298 F	0	353 196M 157 F	353 196M 157 F
Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	80%	-	70%	-		Data collection in February, 2015
Percentage of TTL community schools receiving increased support from the MESVTEE	20% of all com. schools (602. schools)	-	15%	0	0	Data collection in February, 2015
The proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	TBD	-	-	-		

The number of learners in TTL supported community schools with reading skill gains	500,000 250,000 M 250,000 F	-	n/a	-		
Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	11,266 6,686 M 4,580 F	8,157 4,579 M 3,578 F	1,950 1,160 M 790 F	0	254 65 M 189 F	254 65 M 189 F
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	612,000	406,334	62,000	0	0	0
Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6,100	3,615	850	0	0	0
Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	500,000 250,000 M 250,000 F	462,625 227,726 M 243,899 F	500,000 250,000 F 250,000 M	Data being collected	Data being collected	Data being collected
PEPFAR: # of beneficiaries served by PEPFAR OVC programs for children and families affected by HIV/AIDS	48,000 40% M 60% F	34,151	8,000 3,200 M 4,800 F	0	0	0

III. SUMMARY OF PROJECT ACTIVITIES

A. TECHNICAL

TASK 6.1 INSTITUTIONALIZE AND ACCELERATE MESVTEE ASSISTANCE TO COMMUNITY SCHOOLS WITH AN EMPHASIS ON IMPROVED READING OUTCOMES (40%)

TASK 6.1A: IMPROVE READING INSTRUCTION IN COMMUNITY SCHOOLS

Introduction

The Time to Learn (TTL) Project has given support to community schools by providing educational resources, improving teacher skills and school management, improving learner performance in reading, and enhancing learner support in reading through community participation. In this quarter TTL introduced a new approach for strengthening literacy instruction in schools by integrating the Stepping Stone platform in the use of mobile technology. This quarter also saw an increase in the provision of teaching and learning materials provided to community schools.

1. Activities conducted during the quarter

1.a. December Literacy Trainings (Early Grade Reading Stepping Stone).

TTL introduced an innovative approach to training teachers in community schools throughout Zambia during this quarter. Using the Education Development Center's (EDC) developed Stepping Stone platform loaded on Nokia model 111 cell phones, TTL embarked on an ambitious training schedule to ensure that community schools address literacy instruction in a more focused and comprehensive way.

Nokia 111s were loaded with 11 videos aligned with Zambia's MESVTEE Primary Literacy Program (PLP), which focuses on improving literacy instruction in the classroom as well as demonstrating to users how to create teaching and learning materials to support that very instruction.

Included videos on the phones are as follows:

- Alphabet Sounds
- Letter Caps
- Syllable Sliders
- Word Building
- Read Aloud
- Question Cubes
- Teacher Parent Checklist
- Group Picture
- Stories from Pictures
- Class vs. Teacher
- Look and Say

On each device the videos are categorized into folders making navigation user-friendly for the target group of trainees, namely head teachers (HTs), Zonal In-Service Coordinators (ZICs), and District Resource Center Coordinators (DRCCs).

While TTL's typical approach to teacher training included a multi-level cascade system which is effective in building capacity, for this iteration of training TTL decided to trim the cascade in order to improve material distribution and to be able to effectively resolve technical difficulties. TTL trained 6 districts in the Copperbelt Province during this quarter. Districts that were trained included:

- Ndola
- Kitwe
- Mufurila
- Luanshya
- Masaiti
- Mpongwe



From December 2014 to April 2015, 1,000 School Head Teachers / Teachers will be trained in half of the TTL targeted districts. The other half will be trained in October and November 2015.

Each scheduled training lasts 2 days or 16 hours. On Day 1, the training covers basic use of the phone as well as how to access content using the stepping stone program. On Day 2 of the training participants learn from videos that focus on in-depth literacy instruction, and the development of classroom teaching aides. Further, Day 2 is also spent in planning by Head Teachers and their respective ZICs to produce an action plan whereby each school creates a calendar for repeated school based trainings around the literacy videos on the phones. In the end, this is the first time TTL will have attempted to conduct teacher trainings directly through Head Teachers. Throughout TTL's history, the cascade model had a 3-4 tier system to train teachers. However during 2015, this system has been shrunk to a 2 tier system which TTL expects will yield more ownership and responsibility by Head Teachers to ensure that teachers in their respective school receive the most up to date information and training in a shorter period of time. This is expected to facilitate better literacy instruction in each early

grade community school classroom. For more details on the 2 day training content, please see attached training module appendix (insert).

Table:1 Number of participants trained in the Stepping Stone platform

DISTRICT	DRCC		ZICS		HEAD TEACHERS		TEACHER		TOTAL PARTICIPANTS
	Male	female	male	female	male	female	male	female	
Ndola	2	0	4	9	45	23	4	6	93
Kitwe	0	1	1	8	20	21	1	4	56
Mpongwe	0	2	11	4	32	9	1	1	60
Mufulira	0	1	3	2	3	7	1	0	17
Total	2	4	19	23	100	60	7	11	226



Asst DRCC and Trainer practice letter sounds on phones



Head Teachers interacting with phones

1.b Vernacular on Tablets Pilot

The Vernacular Tablet project aims to link MESVTEE objectives, the Primary Literacy Program in Zambia, and new technologies to improve support to teachers and deliver literacy materials which will directly impact the learner and improve literacy learning in community schools. As a series of literacy activities in local language, Vernacular was designed to help build key reading skills in learners. These activities use the same Stepping Stone application as is placed on phones, though in Vernacular they run on tablets, and are designed as games and activities for students to interact with as they follow the progression of sounds in the MESVTEE National Literacy Framework language schedule for CiNyanja.

TTL's feasibility study targeted four schools in Lusaka Province (Mutendere, Kalikiliki, African Vision of Hope and St. Thomas Community Schools), where the language of instruction is CiNyanja. Samsung Galaxy Tablets were loaded with the Stepping Stone Application and 3 literacy activities. Teachers and administrators were called for an orientation after going through a selection process. Class sets of tablets were then distributed to four schools with different ratios of tablets to learners with the intent of integrating them into current literacy lessons for the duration of Term 3 (13 weeks) with regular monitoring, support, and lesson observations.

Overall findings of the study include the following:

- A) *Hardware*- All Samsung Galaxy Tablets, chargers, and power strips were returned by the schools in working condition with no digitizers or ports broken and still able to hold a full charge.
- B) *Software*- No kiosk mode on any tablet was over ridden by a teacher or learner and the Stepping Stone application functioned at the level that was distributed.
- C) *Security of Tablets*- All schools maintained their security protocols including use of the logbook.
- D) *Tablet Management*- All schools returned all the tablets assigned to them in an organized manner.
- E) *Tablet to Pupil Ratio*- All schools found the maximum ratio of tablet to pupils to be 1:4 with the ideal ratio at 1:2. The school which was assigned a ratio of 1:5 found it preferred to change their ratio by the end of the term to 1:3. The teachers explained that the amount of time pupils were given to use the tablet at the ratio of 1:5 was too little and the waiting time too long which produced more behavior problems and therefore more tablet management issues. The school which was assigned the ratio of 1:1 also changed their ratio by the end of the term to 1:2. Teachers explained that when children were independently using the tablet they didn't enjoy it as much and it was more difficult for them to manage the higher amount of tablets in the classroom.
- F) *Teacher Implementation into Lessons Consistent With Orientation*- Three of the four schools were found to be integrating Vernacular into literacy lessons consistent with the orientation. One teacher was not integrating the use of the tablets and was focused only on one lesson the whole of Term 3 (which coincided with the first week of Term 1 in the curriculum)
- G) *Teachers Implementation of Tablet Management Consistent with Orientation*- All four schools implemented the tablet management protocol effectively and in line with training by Time To Learn staff.

Best Practices found during the study:

- 1) Best Practice: Synchronize Vernacular use with daily literacy lesson and the national language schedule. The most successful teacher introduced the vocabulary that would be found in that day's lesson on Vernacular. She used Time To Learn flashcards to represent

the vocabulary emphasizing the sounds for that activity. These sounds followed the national literacy framework and language schedule for CiNyanja Literacy.

- 2) Best Practice: Review tablet use frequently. Successful teachers began each tablet use session with a quick review of functionality, going through basic procedures like turning on the tablet, turning it off, turning up the volume, turning down the volume, and accessing Vernacular. Advanced learners can describe to their classmates how to do each of these operations every day and act as the “tablet helper” or “little teacher” for the day.
- 3) Best Practice: Provide time for extracurricular tablet use. Outside of guided use during literacy times, allowing the learners to explore the tablets on their own is beneficial. In situations where class sizes are large and the ratio of tablets to learners is not optimal, setting aside extra time for individuals to use Vernacular motivates all the pupils to continue to participate in the larger group setting. Additionally, tracking learner performance throughout the term using the guidelines determined by the National Literacy Framework and Continuous Assessment Sheet is highly encouraged for teachers to address areas where learners struggle and can help identify areas for revision.
- 4) Best Practice: Train all teachers in a school. Inviting all teachers to the Time To Learn Vernacular Orientation encourages the use of the tablets by other grade teachers and is helpful to get the school excited and supportive about implementing the project. In the event that teachers are out of the station or other grade learners are struggling with reading- there will be other teachers trained and ready to take up the activities. Although it is designed for use in Grade one, learners at different grade levels who cannot read can equally benefit from Vernacular as it focuses on core competencies of literacy.

For additional information on the Vernacular study please refer to the full report (Appendix 1).

1. Additional activities

The TLL Teacher Development Specialist and Literacy Assistant attended a CDC workshop in Kabwe from 16th -19th of November on the Validation of Curriculum Content for Primary Teacher Education. The purpose of the workshop, organized by Teacher Education and Specialized Services (TESS) of the Ministry of Education was to:

- Share the key issues in Teacher Education Curriculum
- Share the harmonization of TE and School Curriculum
- Validation of the draft Primary teacher Diploma Syllabus for Colleges of Education
- Develop the preliminary pages for the document

The following participants were present at the workshop:

- Heads of Colleges (both private and government)
- TESS staff
- Lecturers

- Partners (Time to Learn, Room to Read, Read to Succeed, JICA, UNICEF)
- DEBs
- CDC staff
- PEOs
- Teachers Unions
- Universities (both Government and private)

At the workshop TTL communicated that there was a need to ensure that community schools are incorporated and accommodated within the curriculum such that students at teacher training colleges appreciate the landscape of public education throughout Zambia, and are exposed to and notions and practices, such as multi-grade teaching, which are prevalent in community schools.

1.d Challenges

Challenges this quarter stemmed from trying to figure out the best way to conduct the phone trainings and ensure that the TTL community school database was up to date. Given that the community school landscape is continuously changing, it's not uncommon to find that there are some schools that may have benefited from TTL activities in the previous quarters that are no longer eligible and included training because they have been upgraded to government school status. Further, there have been some community schools that are no longer operational which is not always communicated to the project in a timely manner. Lastly, there are always new schools that enter the community school pool from one quarter to the next which makes it challenging again to have current records even when receiving updates from the district offices. This often causes planning challenges.

1.e Plan for next quarter

During the 2nd quarter, TTL will continue working on:

- Early Grade Stepping Stones Training (early roll out of TTL activities to remaining provinces in January, February and March 2015)
- Monitoring- of phone use by TTL staff and Ministry staff over Term 1
- Distribution of TLMs to community schools
- Develop and review sustainable strategy for CPD in reading instructions Coordinated with partners for Community School Teachers.
- Edit literacy materials (5 modules) to make one whole module for literacy.

6.1.B: COORDINATE AND MAINSTREAM STAKEHOLDER ENGAGEMENT AROUND SUPPORT FOR COMMUNITY SCHOOLS AND OVCS

1. Activities conducted during the quarter

Develop Kit on advocacy and resource mobilization.

The rationale for developing the advocacy kit is to equip PCSCs with knowledge and skills to use when demanding for support from the MESVTEE as provided for in the OGCS. The development of the advocacy manual is a process and so far, the topics and the structure of the manual have been developed and circulated for input. A workshop has been planned to develop the document into a first draft level after which it will be circulated for input by other stakeholders that will include civil society, NGOs and MESVTEE officials. As of now, a framework has been drafted and will be finalized in the next quarter after which training of PCSCs on the utilization of the kit shall be conducted.

TASK 6.1.C: PROMOTE THE DEVELOPMENT AND QUALIFICATION OF TEACHERS SERVING IN COMMUNITY SCHOOLS USING PRE SERVICE AND IN-SERVICE TRAINING

1. Activities conducted during the quarter

All teacher training activities have been reported under the section *Improve Reading Instruction in Community Schools*.

TASK 6.1.D: PROVIDE TEXT BOOKS AND INSTRUCTIONAL RESOURCES TO IMPROVE THE TEACHING OF READING IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter

As part of the Early Grade Reading Stepping Stones (EGRSS) Trainings that were conducted in the Copperbelt, each of the participants listed in Table 1 received 1 Nokia 111 Cell phone as well as the corresponding accessories. Further, each phone included a micro SD card which included the video content as well as an installed SIM card which will be used to a) identify a contact number for each community school and b) correspond with the school network via SMS in order to encourage the use of the phone, its content and to organize professional development activities at both the school and zonal levels. In total, TTL distributed 226 Nokia phones and 2,486 records of instructional videos (11 videos x 226 phones).

TASK 6.1.F: SUPPORT THE USE OF ASSESSMENT AS AN INSTRUMENT FOR IMPROVING READING INSTRUCTION TO ASSURE QUALITY IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter

Training of MESVTEE Provincial and District Officials in E-EGRA Instruct.

The newly developed eEGRA Instruct instrument is aimed at providing teachers with technical support for literacy instruction based on students' actual reading and writing performance. Following the assessment of a sample of students, the instrument provides immediate feedback to teachers on students' performance in the different reading skills and suggests possible remedial actions. eEGRA Instruct is a formative assessment tool which generates discussion

between the assessor and the teacher around reading skills and instruction methodologies. It also allows the comparison of students' performance against Zambian reading standards, and it helps assessors and teachers to assess the level of students against these standards, other schools or other teachers.

eEGRA Instruct was installed on 100 laptops during the reporting period.

DRCCs and at least one ESO per district in Eastern Province, Lusaka Province and Copperbelt Province were trained in eEGRA Instruct. Participants included the PRCC, some Assistant DRCCs and Planning Officers. The participants were very active and very enthusiastic about the potential of the new performance monitoring instrument. After testing learners at local schools as part of training, participants were able to generate reports and get immediate feedback on the performance of learners on letter sounds, nonsense word decoding, oral passage reading and reading comprehension. They were able to do comparisons in performance between gender, between learners and between teachers using the result analysis provided by the software on their laptops. Participants were also able to get instructional advice from eEGRA Instruct which provided remedial activities for improved learning and learner performance.

The participants particularly appreciated the fact that they can immediately provide feedback which they will use to discuss with the teacher on how to improve learner achievement.

The inclusion of the PESO from Northwestern Province during the Copperbelt training was highly appreciated although there was no eEGRA Instruct in any of the languages used in the province. The PESO knew Chinyanja and Chibemba. She was therefore able to use the Chibemba eEGRA Instruct during the training.

Officials trained in eEGRA Instruct

Provinces	Total Officials Trained (DRCCs and others)	Males	Females
Eastern	21	12	9
Lusaka	17	8	9
Copperbelt	22	8	13
North Western	1	1	1
TOTAL	61	29	32

Synergy / Cross Sectoral Activities / Participation to sectoral activities

The Examinations Council of Zambia hosted the 32nd Annual Conference of the Association for Educational Assessment in Africa (AEAA) from 11th to 15th August, 2014 in Livingstone. The theme of the Conference was *Educational Assessment in a Knowledge Society*.

The Editorial Committee of the AEAA Conference of which the ELM Specialist is a member held several meetings in October and November, 2014 to select and edit 24 papers for the

production of a journal for the Association for Educational Assessment in Africa. A draft journal has been produced.

The ELM Specialist and TTL COP also attended the official opening of the new Service Centre for the Examinations Council of Zambia by the Minister of Ministry of Education Science, Vocational training and early Education.

Plan for next quarter

- Conduct Tonga Recordings for eEgra instruct training
- Installation and testing of eEGRA Instruct on new Laptops
- Monitoring eEGRA Instruct training of ZICs
- Monitoring administration of eEGRA Instruct on laptops
- Conducting eEGRA Instruct Training for Provincial and District Officials in Central Province and PESO from Luapula Province
- Conducting eEGRA Instruct Training for Provincial and District Officials in Southern Province and PESO from Western Province
- Distribution of activity books/software for eEgra instruct
- Monitor use of School Based Assessment and implementation of homework policy in community schools

Annexes

- i. Report on eEgra Instruct training in Eastern Province.
- ii. Report on eEgra Instruct training in Lusaka Province.
- iii. Report on eEgra Instruct training on the Copperbelt Province.
- Iv. Planned activities for the first quarter.

TASK 6.2 IMPLEMENT HIV/AIDS PREVENTION PROGRAMS AND PROVIDE A CONTINUUM OF ACADEMIC AND FINANCIAL SUPPORT TO ENABLE OVC PARTICIPATION IN PRIMARY AND SECONDARY EDUCATION (40%)

1. Activities conducted during the quarter

TTL / Camfed Zambia conducted training for 107 Teacher Mentors, carried out monitoring in 13 schools in Northern, Western and Luapula Provinces and processed payments for the final Grade 10 scholarship recipients, bringing the total number of students supported in Grade 10 to 1,607. Schools across provinces of Muchinga, Luapula, Northern and Western experienced an abbreviated class schedule this quarter due to national examinations for Grade 9 and 12 students throughout October and November. In addition, the end of Term III in early December translated to less time for program implementation and monitoring to take place.

Teacher Mentor Training

A total of 107 Teacher Mentors at secondary schools with TTL-supported students received training from November 25-27, 2014 from Camfed staff and District Guidance and Counseling Coordinators. Training sessions built the capacity of Teacher Mentors in conducting Student Learning Circles with the intent of increasing students' reading proficiency, carrying out effective psychosocial support counseling for students, monitoring and financial management. Teacher Mentors are a vital element to the success of TTL supported students as they provide a positive and stable adult figure who is there to guide them academically and emotionally.

In Western Province, for example, facilitators and the Teacher Mentors participated in group exercises that focused on child protection, financial management, psychosocial care and support, guidance and counseling as well as sexual and reproductive health. In addition, participants had the opportunity to share experiences about how they helped learners through life challenges in the past. The structure of the presentations and exercises combined with open dialogue provided a space for best practices to be shared and lessons learned. The Teacher Mentors left the training with a better understanding of their role in implementing the TTL program and confident in their ability to support vulnerable students. Teacher Mentors are the primary stakeholders who ensure that the beneficiaries are well protected and that retirements are completed in a timely fashion.

Similarly, in Luapula Province, the participants received an overview of the TTL scholarship program before breaking into sessions on: (i) improving remedial reading using learning circles, (ii) life skills, (iii) adolescent sexual and reproductive health, (iv) psychosocial counseling, (v) financial management, (vi) child protection and (vii) monitoring. The presenters also delivered sessions through practical demonstrations of the counseling session in order for participants to become familiarized with the lessons in action. For example, participants discussed and role played the following scenarios: (i) counseling a child who has been sexually abused (ii) a boy involved in child labor (iii) an emotionally abused child (iv) a teacher involved in an unacceptable affair with a pupil and (v) a child who recently lost one of his/her parents.

Orientation of Key Stakeholders

During the various project verification and data collection exercises conducted by TTL and MESVTEE, a number of implementation gaps were exposed. Key Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) Officials at Provincial and District levels had little understanding of the project in regarding their role of providing supervision and monitoring. The purpose of the activity undertaken in the period under review was therefore to orient key MESVTEE provincial and district officials on the scope of work under the TTL project. The orientation meeting was also aimed at soliciting their support during the implementation of the project as well as during routine MESVTEE monitoring programs. The orientation of key MESVTEE



Orientation of MESVTEE officials on EDC- TIME TO LEARN project in Lusaka

officials enormously facilitated and provided a platform for project support in the provinces. Further, the activity was important in ensuring sustainability of the project beyond the project lifespan. The stakeholders were oriented on the following concepts: SAFE Clubs, Study Groups, World AIDS Day, monitoring and financial liquidations. The total number of MESVTEE officials reached was **100 (49 females and 51 males)**



Training of SAFE Overseers

TTL (FAWEZA) conducted the training of SAFE Overseers from 23rd to 27th October 2014 in Lusaka and Copperbelt provinces. The goal of the training was to build the capacity of the SAFE Overseers to effectively manage SAFE clubs and contribute significantly to the psychosocial wellbeing of pupils supported with TTL scholarships, as well as to reduce the ever increasing teenage pregnancies amongst school girls, improve the learning experiences of girls and boys within and outside the classroom. Another objective was to build students life skills needed to confront challenges, such as unwanted teenage pregnancies, substance abuse, HIV/AIDS and to build their self-esteem. The training also built the capacity of teachers to provide students with the necessary knowledge and skills to counteract negative gender attitudes that militate against females' participation in education as well as to provide information on adolescent's sexual reproductive health rights. A total of



Training of teachers in Kitwe

87 (74 females and 13 Males) teachers from four provinces namely Copperbelt, Lusaka, North-Western and Central provinces were trained. These teachers were trained as Trainers of Trainers and were facilitated to conduct school based training for peer educators. Safe Club Overseers (majority Guidance Teachers) were equipped with age appropriate knowledge and gender sensitive on HIV/AIDS and life skills, adolescent sexual reproductive health rights, psychosocial counselling, gender based violence, drugs and drug abuse, self-esteem, communication, peer education Study Group activities, financial management and importance of girls' education and how to promote retention and performance of learners on the scholarship program.



Teachers performs a counselling session during the training in Coppebelt



Group work during training in Lusaka

Training of Peer Educators

In the period under review, TTL (FAWEZA) facilitated the Peer Training activity in the 87 schools whose teachers were trained to conduct school based trainings for peer educators. The SAFE Club Overseers in turn trained 737 pupils (448 girls and 289 boys) as Peer Educators in their respective schools. This contributed to increased knowledge levels among pupils on issues of HIV/AIDS, substance and drug abuse, gender, sexuality, self-awareness and peer counselling. In addition, each school received 2 manuals for psychosocial counselling and in Adolescent Sexual Reproductive Health (ASRH) to be used as a SAFE Club curriculum with various topics that affect young people and also as reference material. The SAFE Club curriculum provides knowledge and skills on HIV awareness and prevention, reproductive health and puberty. It further addresses the issue of negative gender relations, which mostly adversely affects females. It also contributes to the broad education target of helping girls and young women realize their potential through life skills and decision-making skills that build their confidence and enable them to aim higher. These acquired skills enable them to become more assertive and gain or regain their self-esteem. These peer educators are expected to be resource persons for fellow pupils in disseminating information on essential life skills. Below is the table showing the number of learners trained as peer educators in the four provinces.



School based Peer Educators training

NO	PROVINCE	PEER EDUCATORS TRAINED		TOTAL
		FEMALE	MALE	
1	COPPERBELT	122	80	202
2	CENTRAL	105	84	189
3	LUSAKA	141	59	200
4	N. WESTERN	80	66	146
	TOTAL	448	289	737

World AIDS Day Activities:

The World AIDS Day was celebrated under the theme “*Zambia at 50, towards Zero Stigma*”. All the schools that were funded participated in the celebrations. Most schools in and around the districts were invited to the central school and each school then presented messages on teenage pregnancies, HIV/AIDS, substance abuse and child marriages using performing arts such as songs, poems, dances and drama. These were full of messages and lessons.



SAFE Club members present a poem in Luanshya.



Choir singing at WAD at Kyawama Secondary school (NW)



Various world AIDS Day Activities

Study Groups

In order to improve the performance of TTL beneficiaries, FAWEZA intensified the operations of the study groups by providing remedial lessons for grade 11 pupils. The revisions in English, Physics, Chemistry, Biology and Mathematics are meant to improve their overall performance. Each school was supported with an honorarium of **K500** which was shared by all teachers that were involved in the Study Group program.



A Teacher assists learners during the Study Group at Luangwa Secondary School



Study Group session at Luanshya Central Secondary school

Monitoring Scholarships

A total of forty one (41) schools were monitored in the period under review. The following were the objectives of the monitoring visits:

1. To confirm with the schools if they received the scholarship fund in 2012
2. To confirm that the beneficiaries reported in the TTL database were enrolled in the schools for the 2012, 2013 and 2014 academic years.
3. To verify if the pupils did receive their full scholarship entitlement

The monitoring took place in Eastern, Central, and Southern and Copperbelt Provinces. These visits were undertaken in conjunction with the Ministry of Education teams in each province. Twenty two (22) schools were visited specifically to recover missing documentation for funds disbursed in 2012. The rest of the nineteen schools (19) were visited by the Provincial Coordinator of Central Province.

The teams comprising TTL staff, the Provincial education offices and District education offices collected school fees receipts signed distribution sheets, master lists of scholarship beneficiaries at each school and letters of commitment from the schools confirming the total scholarship funds received in that year.

FAWEZA Monitoring

As part of continued assessment of project implementation activities, FAWEZA conducted periodic monitoring visits to schools implementing Study Groups, SAFE Clubs and HIV/AIDS interventions in Lusaka, Central, Copperbelt and North Western Province under the EDC Time to Learn (TTL) project.

a) Safe Clubs

FAWEZA was able to monitor 87 SAFE clubs in order to ensure that the activities were being implemented in a manner they are supposed to and also make corrective measures where necessary. It was established that generally record keeping in these schools had improved although a few schools still had a challenge. Another challenge that was identified was the consolidation of SAFE Club member academic performance so as to assess the impact these activities have had on the members.



Group work during school based training.

SAFE Club Overseers were encouraged to consolidate these records termly. Average membership stood at 10 to 20 members in most schools while others had up to 30 members. Monitoring revealed that outreach activities were planned for 2015 because at the time of monitoring, some schools were conducting national examinations while others were busy with end of term tests. Schools were advised to utilize school assemblies and other school functions like PTA meetings to conduct the outreach activities because it was difficult to move to other schools due to financial constraints since no grants to conduct outreach activities outside the school had been provided.

b) World AIDS Day activities

At the time of monitoring, only 65 schools had conducted the World AIDS Day activities. The other 24 schools were to conduct the activities after the National Examinations. The monitoring team emphasized that they needed to conduct these activities before schools closed for recess in 2014.



Performance during World AIDS Day at Chinyunyu Secondary School

c) Study Groups

Due to the short implementation period, most schools conducted the study group activities in the last two weeks before schools could go on recess for the grade 11s. However, others had already started conducting the revision group studies.



Science lesson during the Study Group



Study Group session at Luangwa Secondary

COLLECTING 2013 AND 2014 SCHOLARSHIP RETIREMENTS

An intensive exercise to collect retirements for the 2013 and 2014 funds from all the schools was undertaken in the period under review. The Monitoring and Evaluation Assistants in the provinces were tasked to communicate to all schools to retire the funds by 15th December 2014. The effort yielded the results below:

Summary of 2013 & 2014 Scholarship Retirement by Province						
Province	Grade 10 2013		Grade 10 2014		Grade 11 2014	
Southern	Total Number of schools	28	Total Number of schools	38	Total Number of schools	28
	100% Retired	14	100% Retired	30	100% Retired	17
	Partial Retirement	5	Partial Retirement	1	Partial Retirement	0
Central	Total Number of schools	31	Total Number of schools	41	Total Number of schools	31
	100% Retired	23	100% Retired	25	100% Retired	16
	Partial Retirement	2	Partial Retirement	2	Partial Retirement	9
Copperbelt	Total Number of schools	32	Total Number of schools	64	Total Number of schools	32
	100% Retired	23	100% Retired	41	100% Retired	20
	Partial Retirement	1	Partial Retirement	1	Partial Retirement	3
Eastern	Total Number of schools	36	Total Number of schools	49	Total Number of schools	36
	100% Retired	6	100% Retired	9	100% Retired	6
	Partial Retirement	6	Partial Retirement	2	Partial Retirement	3
Lusaka	Total Number of schools	28	Total Number of schools	53	Total Number of schools	28
	100% Retired	14	100% Retired	30	100% Retired	1
	Partial Retirement	5	Partial Retirement	5	Partial Retirement	15

More follow up is currently being made to ensure a 100% retirements for all the schools before payments for 2015 can be made.

Plan for next quarter

- Deliver scholarship to OVC Scholarship beneficiaries (grade 11 & 12)
- Strengthen capacity of Guidance and Counselling teachers to meet Psychosocial needs of OVCs in schools
- Train peer Educators in basic FACTS on HIV and AIDS and reproductive health
- Provide technical support to the Safe clubs, anti-AIDS clubs and Help Desk
- Monitor activities in Safe clubs
- Strengthen remedial academic support program to OVCs (revamp study groups & improve incentives for teachers)
- Provide Technical assistance to teachers managing the academic program
- Quarterly review meetings with Partners (MoE, CAMFED,FAWEZA/Other

APPENDIX

1. Summary of the 22 schools visited for the recovery exercise
2. Scholarship monitoring report –Central Province
3. 2014 and 2013 Summary of Scholarship Retirements

TASK 6.3 DEVELOP THE CAPACITY OF LOCAL COMMUNITY GROUPS AND ENLIST LOCAL BUSINESS, NGO AND GOVERNMENTAL SUPPORT IN ADVOCATING FOR AND IMPLEMENTING FREE OR INEXPENSIVE EDUCATION INTERVENTIONS FOR OVCs (15%)
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1. Activities conducted during the quarter:

Meeting of the Project Coordination Committee Sub-Group on Community Schools

The Project Coordination Committee met once during the quarter to discuss and coordinate contents of training provided to teachers. It was agreed to review the Community School Teacher Training Framework developed by ZOCS to include TTL Literacy Contents based on the MESVTEE Primary Reading Program.

Development of Radio Series

Development of the radio scripts is still in process. 48 Radio Scripts were developed and categorized according to themes: Promoting Literacy; Community Mobilization; Monitoring and Assessment and HIV and AIDS . Messages and packing/ format were reviewed and circulated to selected members of staff for in-put. Further review was done based on the message, format and proposed air time.

Public Private Partnership: Following the development of a concept note on the PPP, a communication strategy has been drafted which outlines the possible areas of partnership with other organizations (for example in the areas of Teacher Training (CPD), Infrastructure Development, Provision of teaching and learning materials). A list of potential partners has been identified and includes the following: mobile service providers, financial institutions, Publishing houses and Business houses. The communication strategy is in draft form and will be circulated for input next quarter after which it will be finalized.

TASK 6.4 ENGAGE UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS TO CONDUCT TARGETED RESEARCH PROMOTING EDUCATIONAL OPPORTUNITIES AND IMPROVED READING OUTCOMES FOR COMMUNITY SCHOOLS AND OVCs (5%)
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1. Activities conducted during the quarter:

In FY2015 Quarter 1, TTL focused on the midline impact evaluation and on finalizing the first two studies in the TTL Case Study Series. Midline evaluation activities included three 5-day data collector trainings on each of the three data collection tools, immediately followed by 9 weeks of data collection in six provinces.

Internship program:

EnCompass supported six recent University of Zambia School of Education graduates as TTL research interns to assist with data collection for the midline evaluation. Interns served as EGRA assessors in five provinces.

Research and evaluation agenda with MESVTEE

The TTL Research and Evaluation Specialist facilitated a number of discussions on priorities for the third and fourth case studies, which resulted in a shortlist of potential topics which is now ready for input by the MESVTEE and academic partners.

The MESVTEE Research Coordination Committee remained inactive this quarter.

Development of MESVTEE and academic community capacity to implement research and evaluation related to the MESVTEE research agenda

EnCompass organized three 5-day data collectors' training on each of the three midline evaluation tools in preparation for data collection. The first two trainings were held from September 29 to October 3 and focused on the Community School Head Teacher Questionnaire (designed and facilitated by EnCompass) and the Classroom Observation Protocol (designed and facilitated by EDC staff, with supplemental ethics and field guide training provided by EnCompass). The third training, on EGRA, was designed and facilitated by EnCompass and held from October 6-10. Five TTL staff and two TTL interns participated in the Community School Head Teacher Questionnaire training, 12 national, provincial, and district MESVTEE staff participated and one TTL intern in the Classroom Observation Protocol training, and five provincial MESVTEE staff, 5 TTL staff, and nine recent University of Zambia School of Education graduates participated in the eEGRA training.

Each 5-day training covered the purpose of the midline impact evaluation, research ethics and informed consent, an introduction to the tool's research method (survey-questionnaire, observation, or assessment-based), the difference between performance and impact evaluations, tool-specific skill development (including piloting the tool for one day at different community schools in Lusaka), and an introduction to fieldwork procedures as documented in the field guide. The Community School Head Teacher Questionnaire training focused on interview techniques, while the Classroom Observation and EGRA training also provided participants with an introduction to interview techniques in addition to their respective primary focus on observational and learner assessment skills.

Building on the two previous data collector trainings in 2012 and 2013, the three 2014 trainings further developed the skills necessary to conduct quality data collection, created a broad understanding of the role of observation, assessment, and interview survey methods in educational evaluation, and solidified best practices in conducting research.

Participants indicated in the final training evaluations that the trainings increased their interest in applying their evaluation skills and improved skills they can use in their daily work, such as classroom observation and the ability of MESVTEE participants to give teachers nuanced

feedback on literacy lessons. Annexes 1, 2, and 3 provide summaries of the training evaluations for each of the three trainings.

Upon the completion of the trainings, most participants conducted data collection for three weeks, further building their capacity.

Design, implementation and reporting of mid-term IMPACT evaluation.

TTL collected data for the midline impact evaluation from October 13 to December 4 in the six project provinces (Eastern, Lusaka, Central, Muchinga, Copperbelt, and Southern) and 101 TTL-supported community schools (approx. 17 schools per province). Data collection concluded on time, with extensions by several days in some provinces.

In accordance with the Midline Implementation Plan, the following tools were administered at each school: one Community School Head Teacher Questionnaire, one Classroom Observation Protocol, and up to 20 EGRAs. An additional tool, the MESVTEE Self-Administered Survey, collected data on MESVTEE support to sampled school. At the end of the Quarter, 79% of the MESVTEE District Offices had returned the survey.

The planned sample size of 256 EGRAs was met in all provinces except Muchinga province, which fell short of the sample size due to extremely challenging logistical conditions as the most rural and remote province.

Data quality was monitored throughout data collection by a member of the EnCompass evaluation team.

Dissemination and use of results of research to make improvements in policy, practice, and to inform the next year's research agenda.

The final versions of the first and second case study of the *TTL Case Study Series* were submitted to EDC in December for submission to USAID for approval and dissemination. Case study one focused on the contributions of active Parent Committees to school performance in community schools. Case study two focused on the working relationships between government teachers and community schools in schools with government-seconded teachers.

Challenges

With three 5-day data collector trainings on each of the three tools and 9 weeks of data collection in six provinces, this quarter has been a period of extraordinary activity for the research and evaluation team. Challenges included the harmonization of data collection schedules and samples with the EdData II-supported Grade 2 National Assessment, the illness of team managers and a subsequent redistribution of workload between team managers as well as logistical obstacles such as the start of the rainy season in some provinces and difficulties in contacting schools in remote areas without a cellular network, which resulting in not meeting the planned sample size in one of the six provinces.

Plans for the next quarter

In the next quarter, the research and evaluation team will be fully engaged in the midline data analysis and report writing for the midline impact evaluation and planning and data collection for case studies 3 and 4.

Monitoring & Evaluation

1. Activities conducted during the quarter:

Recovery of Scholarship Support Documents

Time to Learn Project (TTL) administered scholarships through FAWEZA in 2012 to July of 2013 and directly through TTL from August 2013 to date. As part of the scholarship guidelines requirements, all funds allocated through the project must be accounted for through an appropriate and acceptable level of support documentation which includes: school fee receipts, student signed stipend and/ or distribution lists. Schools that are not able to submit the appropriate and acceptable level of support documentation are required to return funds to the project. 100 schools that received the largest amount of scholarship fund in 2012 and 2013 but did not submit the appropriate documentation to the project are slated in this quarter for further visits. Of these 100 schools, TTL staff managed to visit 41 schools in three provinces (Southern, Eastern and Central) to collect support documentation. Of the 41 visited schools, 27 submitted the required documentation supporting the payment given to them while 14 are to refund the project as they did not provide the appropriate and acceptable level of documentation. The recovery exercise will continue with other schools that have not submitted support documentation for the years 2012, 2013 and 2014.

Scholarship Data Base/ Index System

Under the scholarship program, the focus during the reporting period was to complete the scholarship database/index system. To achieve that, the M&E team embarked on the recovery of outstanding scholarship data, collection/ verification of scholarship data and data cleaning and updating. These activities were conducted routinely throughout the year. The index system has been updated with 2012, 2013 and 2014 support documentation received from schools. It is projected that collection of outstanding support documents, data entry and cleaning will be completed in February 2015 after which the PM&E Specialist and the M&E Adviser will upload the cleaned scholarship data into the SQL database.

1. M&E Activities for the Community Schools Program

MESVTEE Support to Community Schools

During the reporting period, a study was conducted to assess the support given to community schools by MESVTEE in 2012 and 2013 respectively. The study was conducted in all the six provinces where the project implements community school interventions. Four districts were selected in each province. The criteria for selection was that the district should have had established a MESVTEE district information system prior to 2012. Out of the 24 sampled districts, data was successfully collected in 19 districts representing 79% response rate. The study covered 986 schools in 19 districts. Out of the 986 schools, 455 and 494 schools received

at least one type of support in 2012 and 2013 respectively; representing 46% and 50% of the schools covered under the study. The study further revealed that much as the proportion of schools receiving at least one type of support from MESVTEE increased by 4%, trends across the individual types of support varied (support includes: small grants, teaching and learning material, free basic material/supplies, teacher training and monitoring by MESVTEE officers). It was further revealed that much of the project's interaction and lobbying from MESVTEE may have contributed to schools receiving support, though the level of support given to community schools each year depended so much on factors that were external to the project.

Activities planned for next quarter

The major activities planned for the next quarter include:

1. Scholarship data quality audit
2. Termly monitoring of schools
3. ELM & OGCS trainings data quality audit
4. Complete TLM distributions data quality audit
5. Routine data entry and cleaning activities

B. ADMINISTRATIVE

TTL participated in the USAID Education Team Portfolio Review preparation and in feedback meetings. The Project presented its results to the new Education Team Leader Mrs. Iris Young and Team.

The majority of TTL Staff was on vacation during the month of December, and the TTL Office was closed between 21 December 2014 and 2 January 2015

The COP participated in all COP PEPFAR meetings and in USAID all partners meeting in November 2015.

IV. CHALLENGES AND PLANNED RESPONSE???

Challenge:

The main challenges encountered this month included:

- 1- Communication with remote schools selected for the mid-line evaluation.
- 2- Access to the most remote schools at a time when rain had started to render some areas inaccessible

Planned response:

The few schools which could not be accessed were replaced by other randomly selected schools.

V. ANNEXES

1. Success Stories
2. Community School Teacher Competency Framework (draft)
3. PMP
